



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

- 330 Cele luy respondi quant issi l'oet parler :
 Tu neis e si m'essaies entor mei converser,
 E tu me cries merci e me wous decoler ;
 Ne de omicide fere ne wous onkes cesser ;
 Mes tu me dune espace que je me puisse ourer,
 335 E cil le octrad car ne le osat deneer.
- Quant Malcus de ourer la oust fet otteitment
 Vers le ciel regarde, Deu preiad ducement :
 Deu qui feis le ciel e la terre ensemment,
 Sire oez ma priere par tun commandement ;
 340 Ki la vie de moy l'ira bonement,
 E de ma passiuu fra remembrement,
 Ki a my eglise dorad enluminemet,
 De tretuz lur pecchez fai alegement,
- Unkore te requier jo, cum le men seingor,
 345 Ky my iglise frat e averterad en amor,
 Ke ma passiuu escriverat e averad en honur,
 Sire rempliez lur de spiritual amur,
 De povrete l'engentez e par tut le sucur.
- E si acune femme ne pout emfanter,
 350 E face mun martire dewant luy reonter,
 E par bone creance me woudrat reclaimmer,
 Bel Sire succur la, ne la lessez pener,
 Ke si enfes ne seit muz ne awoglez.
 Nule rien mes ki dreit n'i puse l'um truver.
- 355 Dementers ke la virgne cest oreisun dist,
 Mult fort prist a toneir e grant horage fit.
 Dunc n'i oust si hardi qui de parler se tenist,
 Ne meimes Margarete, qui terre ne chaist.
 Estevus un colum qui belement la prist,
 360 Ducement le levat, e apres li dist :
- Tu es bonuree ; oyanz tuz dist lui ad :
 Nent en en parays deweez ne te serad ;
 Quant qui as demande Deu otteie le ad ;
 Ki meindrat en tristur par tei leesce averad ;
 366 La ou ta passiuu e ton livere serad,
 Fudre ne tempeste ne mal n'i avendrat,
 Ne malignes espiriz converser ne porrad,
- Ele flechist ses genuz, Deus en ad merciez,
 Puis al macecren de fe ferir enortez.
 370 Nun frai, fet il, Deu ad ove tey parlez.
 Ele dist : si tu ne fais ja n'averas part en Deus.
 A ceste paroles sa espee a sus levez,
 Le chief del bu lui ad maintenant trenchez.
 Ore en prent Deu l'arme qui le cors est fineez.
- 375 Od le alme li angele vers le ciel wont chantant :
 Nus hom set la joie k'il wont demenant.

331 read *Tu me neis e essaies* 334 omit the second *me* 347 for *lur* read *le* 348 read *en getez* 358 read *qui a terre chaist* *362 omit one *en* 366 read *Puis a le macecrier de ferir enortez* 374 *arme* This form in Wace, "Quant il ot ce dit, jus chei Leis la virgne *l'ar me rendi*," gave rise to a curious misunderstanding in later versions. JOLY quotes from the Paris MS. 1555 "*jouste lui chiet tantost l'espee*"!

- Contre co lui diable wont irrez e plurant.
 Teophilus cuilli de lui le remanant,
 En un esclin de marbre le respunt maintenant ;
- 380 Par celui sumes nus de la geste sawant,
 Il esclist le livere sy se mist avant.
- Cil ke la oust decole a pez lui est chait ;
 Pur co que il ad fet que paresche ne lui seit,
 Seint angele pristrunt la alme, el ciel la porterunt dreit.
- 385 La meinnee de infern de autre part seoit.
 Honeint forment e criernt, que le pople le oeit
 Dient que lui lui Deus est grant en ki la virgne creoit.
- Tut cil qui sunt priss de divers enfermetez,
 Mult sunt awogles, desirus de sauntez,
 390 De lui quant parler oient ilec sunt alez :
 Dec'il tochent le cors sempres sunt munde ;
 Ne sentent puis nul mal ne nul enfermentez.
- Es kalendes de Aÿst del siecle trepassat,
 Quant l'um en cest siecle de lui memorie frat.
 395 Deu cum gloriusement sum martire finat,
 Dreiz est que od Deu seit, car ben de servir l'ad,
 Si est ele sanz dotance, jammes ne partirat.
- Ele deprie Deu qui est sanz mentir,
 Ke il nus gard de tuz maus, e nus doit deservir,
 400 Quant les ames de nus deivent del cors partir,
 Quant a sa companie puissuns parvenir,
 Qui vivit et regnat Deus per omnia secula seculorum.
- Amen.

FREDERIC SPENCER.

University College of North Wales.

THE "NASAL TWANG."

Pupils in the common school often present themselves with defects and peculiarities of utterance which ought to have been prevented in the nursery, but which, having been neglected there, should be—because they can be—rectified in the school. Even the worst impediments—stammering and stuttering—may be relieved and checked by kindly direction; and consonant malformations, as in lisping, burring, lallation, etc., may be corrected with

377 for *lui diable* read *li d.* 378 The Latin MSS. have *Theotimus* (Theotinus). WACE has *Theodimus*, the Scotch version *Theophine*, MS. Auchinl *Theodosius*, Bodl. MS. *Theochimus*. The Paris MS. 1555 follows the Latin. 381 for *livere sy se mist* read *l. e si le m.* 386 for *criernt* read *crieint* 387 for *lui lui Deus* read *li D.* 388 read *pri* 396 for *de servir* read *deservi* (P. MEYER) 401 for *Quant* read *Que* (P. M.).

but little difficulty, where the teacher possesses the necessary knowledge of the mechanism of speech. Such obvious minor faults as thrusting out the tongue, locking the teeth, deforming the lips, drawling, mumbling, gasping, sucking the breath, etc., will be easily removed when the pupil's attention is competently directed to them. But there are other peculiarities the cause and means of cure of which are less easily discerned. Prominent among these is the "nasal twang," which has, from ignorance and negligence, become a characteristic of the speech of certain districts. Some directions as to the mode of overcoming this great blemish will probably be welcomed by teachers.

The first point is, to make the pupil conscious of the difference between nasal and non-nasal sound. The mechanical cause of this difference is invisible; and the governing motion—of the soft palate—is so slight that the ear must be relied on, rather than organic sensation, to bring the process under control. To check the habit of unconscious nasality, begin by practising *conscious* nasality. Thus: pronounce the open vowel *ah* with an unmistakably nasal tone. Fix this effect in the ear, by repetition. Then pronounce the same vowel without nasal quality and fix this by repetition. Next, contrast the two sounds by frequent alternation, until the difference is clearly apprehended, first by the ear, and then, so far as possible, by organic sensation. The open vowel *ah* is selected for the first exercise, because it can be pronounced with the mouth widely opened. The assistance of the eye may thus, when necessary, be obtained to regulate the nasalising or denasalising action. For non-nasal sounds the top of the soft palate is raised, so as to cover the inner end of the nasal passage; and for nasalised sounds the top of the soft palate is depressed sufficiently to allow the breath to enter the nose. The whole action is exceedingly slight, and it is entirely concealed by the palate itself; but the eye can just discern the rise and fall of the upper edge of the palatal curtain. There is, besides, a feeling of tenseness in the soft palate, when raised, and of relaxation, when depressed.

The pupil, having learned to recognise by ear the presence or absence of nasality in the

vowel *ah*, should next pronounce other vowels, with contrasted nasal and non-nasal quality. Thus: nasalise and denasalise the following words:

ooze, old, all, err, isle, air, ale, eel
look, up, off, ask, as, ell, ill.

The three consonants *m*, *n*, *ng* are purely nasal. The pupil should prove this for himself, by prolonging the sounds of these elements, and then endeavoring to do so while holding the nostrils with finger and thumb. The sound is instantly stopped.

The *junction* of non-nasal vowels with nasal consonants is the next and ultimate process. In pronouncing the word *may*, for example, the closing of the palatal valve to stop the nasal sound of *m* must be absolutely simultaneous with the opening of the lips to emit the vowel *ay*. The difficulty is, that the nasal valve, being open for *m*, does not promptly close before the vowel is uttered: in fact, the vowel is, under the circumstances, more easily pronounced nasally than orally. Here the grand principle of correction of all faults of articulation applies. Pronounce the consonant and the vowel *separately*. Do not attempt to combine them. What is called "combination," even in the elements of a syllable, is, in reality, merely rapid sequence. The pupil has now acquired the power of pronouncing a vowel without nasality. Let him therefore analyse the syllable *may* into *m-ay* and the old difficulty vanishes. In like manner, when a vowel *precedes* a nasal consonant, separate the elements. Thus, *a-m* *i-n*, *o-n*. A very little practise will give the requisite facility, and produce the effect of "combination," without assimilation.

The nasalising habit is, as a rule, associated only, or chiefly, with syllables containing a nasal consonant, but many persons never pronounce a purely oral vowel. The worst feature is, that the speaker is rarely conscious of the peculiarity. Therefore, the first point to be gained, is to get the *ear* to distinguish nasal from non-nasal quality. Teachers have the power, by the means above presented, to remove the nasal blemish from the speech of their pupils, and ultimately, through them, from that of the community.

ALEX. MELVILLE BELL.

Washington, D. C.